

Case Study of Tantrum Behavior in Early Childhood

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ABSTRACT

Emotional development in childhood is a determinant of the attitude and behaviour of children in the future. Not optimally developing children's emotional abilities will cause negative emotions in the form of tantrums. This study aims to describe the tantrum behaviour of children. The purpose of this study was to investigate what causes children to throw tantrums and what parents and educators may do to reduce the occurrence of these outbursts. This research employed a descriptive analysis of a case, or a case study, of two group B children, aged five and six, with tantrum behaviour issues in one of the kindergartens in Bukittinggi City. Two youngsters, RKW and ZP, were studied for their tantrum behaviours. Researchers identified three types of tantrums: manipulative, vocal irritation, and temperamental. When it comes to a child's personal growth, parents and educators play crucial roles. However, parents and instructors can handle toddlers prone to tantrums in one of two ways: either keep a close check on them or ignore them entirely. Once the child has calmed down, they are given simple, straightforward guidance. Hugs are the final piece of advice that parents and teachers may give.

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1. INTRODUCTION

Early childhood refers to someone who is at the most important and essential stage of life, which helps the development and growth of children rapidly as a leap in their development. (Suryana, 2016) (Mulyasa, 2012) (Rakimahwati, 2012). Early childhood goes through a rapid and important growth phase in their life between the ages of 0 and 8 years. At this time, the child is in a period of determining his development and growth because the child is in a sensitive period to live the next life (Sujiono, 2011) (Yamin & Sanan, 2013). This shows the need to understand children in order to maximize children's development and growth, in addition to the fact that at this age, children are most able to learn and have egocentric traits, as well as natural curiosity (Susanto, 2017).

Early childhood is different from others because children go through certain phases of physical growth and development so they need stimulation to realize overall development. (Maghfiroh & Suryana, 2021) states that moral, physical, cognitive, physical-motor, and socio-emotional development are all important in a child's early life. The aspect that must be considered is the child's emotions. Children's emotional growth is one that must be developed appropriately. However, if the child's emotional development is not stimulated properly, it will have an impact on the development of other

children. The problem that often arises in kindergartens and at home related to children's emotional development is that children experience difficulties in their ability to fully control and express emotions, including positive and negative emotions. (Rohmah, 2021). (Hurlock, 2011) describes that children who are successful in controlling feelings of anger will describe a calm mood. The emotion that must be controlled is anger which is usually seen in the child's facial expressions, body language, and speech when he is angry. A child's ability to regulate his emotions is rated the higher the better if he manages it under certain circumstances (emotional control).

Stressed-out kids act out in negative ways, including complaining, weeping, yelling, throwing objects, stomping their feet, and rolling about because they can't adjust to their surroundings. Tantrums are defined as "extreme, inappropriate displays of emotion" (E. Sari et al., 2019). Tantrums, as defined by Kartono in (Rifdatul et al., 2021): "are disturbances occurring with a child's behaviour, in an effort to force their will on parents," manifested by "loud yelling, screaming, and crying," "rolling on the floor," and other such behaviours. Hasan argues in (Falaah, Miftakhul, Nirfadhilah, 2021) that tantrums are explosive and uncontrollable emotional outbursts.

Children may show three types of tantrum behavior, including: (1) manipulative Tantrums occur when a child doesn't get what he wants. (2) Verbal Frustration Tantrum of this type occurs when the child knows what he wants but does not know how to convey his desire to other people. (3) temperamental tantrums can occur if the child's frustration level reaches a very high stage and the child becomes very out of control (Sukatin et al., 2020) Eisbach argued that aggressive behavior is more likely to initiate tantrums and be followed by behavioural discomfort. (Jiu et al., 2021). According to Wakschalg and his team's research on tantrum behavior in children (Yiw'Wiyouf et al., 2017), among 1,500 parents of children aged 3-5 years, the majority of toddlers (83.7 percent. The cause of tantrums is often because emotions are not well developed. In the country of Indonesia, this is often experienced in toddlers within a year, 23 to 83 percent of children aged 2 to 6 years have experienced temper tantrums. According to views (Putri, 2021) there were 152 incidents of tantrums per 10,000 children in Indonesia in 2019 (0.150.2%), a significant increase from 2-4 incidents per 10,000 children ten years earlier.

It has been shown that children whose emotional development is characterised by frequent tantrums have a low level of emotional development. Two children in group B, aged 5-6 years, were found to have issues connected to their emotional capacities, as evidenced by the fact that they exhibited tantrum behaviours characterised by (1) excessive anger; (2) hurting other people; (3) hitting oneself; and (4) excessive sobbing. Therefore, the purpose of this research is to characterise the tantrum behaviour and behavioural elements that significantly influence children's emotional development. The purpose of this study was to learn more about tantrum behaviour and the elements that contribute to its development.

2. METHODS

The research method used in this research is qualitative using a case study approach where researchers collect data by describing findings or cases in the field (Mulfiani et al., 2022). This study had 2 group B children with the initials RKW and ZP as subjects in one of the Kindergartens in the city of Bukittinggi. Collecting data in this study using observation and interview techniques. Observation is part of research that must be carried out by directly observing what is happening in the field (Rahmat et al., 2022). While interviews are activities to collect more detailed and accurate information to find out something, where interviews are carried out with a question-and-answer process between researchers and informants. (Sugiyono, 2020). The data analysis technique used is to analyze descriptive data (Yusuf, 2017). The following are the steps of the research carried out.

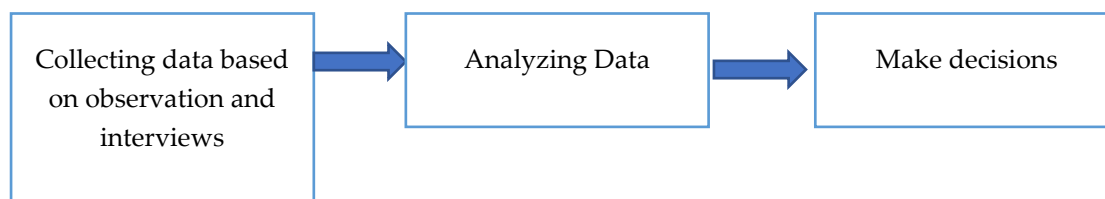


Figure 1 . Research Steps

3. FINDINGS AND DISCUSSION

3.1 General Description of the Subject and Research Background

The first subject, a child with the initials (RKW), his family background, that is, his father is a contractor, while his mother is a housewife. RKW is the first child of 3 siblings with an age gap that is not much different. The tantrum behavior that RKW often causes is when his wishes are not fulfilled, he always screams and cries by stomping his feet. Based on the researcher's interview with the teacher, that is where the parents always fulfill their wishes during tantrums because the parents don't like it when the child cries. While the second subject, the child with the initials (ZP) of family background, namely the father is a trader while the mother works as a bank employee. ZP is the fourth child of 4 siblings. The tantrum behavior that often arises is that ZP often hurts himself or others when he is upset so it is difficult to control his emotions. The results of the interviews obtained by the researchers from the teachers were that ZP had very busy parents, ZP was active every day and spent his time with the caregivers of his parents' choice.

The lack of emotional development in children will affect their lives now and in the future. Manuba, et al., in his article "Emotions: A Complex Condition" describes emotion as "a complex state that can take the form of sensations or vibrations of the soul shown by biological changes that appear to occur in action" (Khairiah, 2018). Childhood emotional development is a key factor in determining future attitudes, values, and behavior. One of the developmental processes that need special attention is emotional development because it must be encouraged from early infancy, which is also called the formation stage for children (P. P. Sari et al., 2020) To ensure that children can express their emotions in ways that are consistent with their environment and acceptable to their communities, it is important to encourage good emotional development in children (Khaironi, 2018).

Sentence fluency is the first step in developing a child's emotional intelligence. The extent to which children can communicate what they see, express something according to what they see, convey ideas, identify symbols, and use language appropriate to the child's emotions and indicators of children's emotional development. The capacity to generate original concepts through activities that provide opportunities for children to express their emotions, desires and aspirations. Children will then begin to name objects around them that have important meanings, and it is at this point that they begin to recognize and understand how symbols are used to represent actual objects. After that, symbols begin to appear in more actions and feelings, and children begin to learn how to play with concepts that suit their own needs and desires (Ngura et al., 2020).

3.2 Observation result

The results of observations based on observations made by researchers can be seen from the table below:

Table 1. Types of Subject Tantrum Behavior

Subject (RKW)	Subject (ZP)
Tantrum behavior encountered during observation: At half past 10 when learning in class RKW wanted to play outside but the teacher forbade him to go out because it was not break time yet, then because he was angry his wish was not fulfilled by the teacher so RKW screamed and cried and stomped his feet.	Tantrum behavior encountered during observation: Where during recess ZP was playing the slide with his friend, but when it was ZP turn to play the slide his friend broke through ZP queue. Because Zp was annoyed, Zp hit his friend and his friend cried. After that the teacher asked and advised ZP at the time of the incident. Because he didn't accept the ZP teacher's advice, he also hit himself on the head.

Childhood is a period of natural behavior, including tantrums, because children are still in a period of cognitive, emotional and physical growth. However, tantrum behavior can also cause its own problems if it is accompanied by an intensity, frequency, and duration that exceeds a child's age. Episodes of tantrums should be ended as part of the development process (Ansari et al., 2023) (Yiw'Wiyouf et al., 2017). According to Amin, the child's extreme response when his request is not granted or when something does not match his emotions or desires is often described as temper tantrum behavior. Usually, children who are experiencing temper tantrums show this behavior when faced with an uncomfortable environment (Rohmah, 2021). Tantrums are often caused by a child's inability to verbally communicate their emotions, while some are caused by behavioral or psychological problems in the child. (Fikriyah & Syafi'i, 2021). It can be concluded that tantrum behavior is where there is an emotional outburst or overreaction that is felt by the child if his will is not fulfilled.

Wiyani (Hudaibiyah & Mas'udah, 2022) explained that there are three kinds of tantrums in children, including: 1) When the child does not receive what he wants, manipulative tantrums occur. Once the desire is fulfilled, the behavior ends. One example of manipulative tantrum behavior according to Amin in (Hudaibiyah & Mas'udah, 2022), like stomping your feet and frowning when you want something. Children will stop acting like that once their wish is granted; 2) Tantrum verbal frustration: This occurs when a child realizes what he wants but cannot express it to his parents. The child will become angry in this situation. However, this kind of behavior will eventually pass as the child's communication skills develop. If the child's communication skills develop, the child will be able to describe the difficulties they face. A child throws something away after holding it or throwing things around are examples of this behavior. If parents shout angrily, the child will become irritated and fall to the ground, generally because the child cannot complete a game, such as a puzzle 3) Temperamental tantrums, which can occur if the child's level of anger is too high and the child becomes uncontrollable and very emotional. The kids struggled with concentration and looked confused. The child really needs help even if he doesn't ask for it. When a child demands something, he will cry, bite his lips, scream loudly, spank him, and sit on the ground stamping his feet, all examples of temperamental tantrums.

3.3 Factors Influencing Tantrum Behavior

Based on interviews conducted by researchers and teachers regarding the factors causing RKW and ZP tantrum behavior, it can be seen from the table below:

Table 2. Factors of Subject Tantrum Behavior

Subject (RKW)	Subject (ZP)
Factors of tantrum behavior carried out by RKW: Factors from parents who always fulfill their wishes during tantrums because parents don't like it when children cry.	Factors of tantrum behavior carried out by ZP: have parents who are very busy and spoil ZP because ZP is the youngest child. ZP is active every day and spends his time with the nanny of his parents' choice

In general, a child's tantrum behavior is influenced by the internal characteristics of the child,

parents (such as work, and parental communication), and environmental conditions, all of which can cause tantrums. The following describes the factors that influence tantrums:

1. Child

Temper tantrums are caused by a number of circumstances, including those related to children, such as situations where children cannot express themselves, unfulfilled demands, feelings of hunger, fatigue, or illness, stress due to schoolwork, etc., and feelings of insecurity Izzatul in (Effendy & Sari, 2022). In line with opinion (Kirana, 2013), physiological causes (such as fatigue, hunger, or illness) and psychological problems can all cause tantrums in children (such as children feeling stressed, failed or insecure).

2. Parental & Environmental Response

A history of parenting must be considered while avoiding tantrum manipulative behavior. Simply put, the parenting style that parents often use with their children is how to respond to communications and record follow-up related activities at home. In order to live up to the adage "all children are stars", it is important for parents to be involved in guiding the behavior of their children. Involving parents in the idea of parenting and education is carried out as a process to help improve children's education, character education, and provide a child-friendly learning environment, so that children's growth and development is achieved as well as possible (Yulia et al., 2021). Child tantrum behavior is strongly influenced by parenting style, and whether parents use good or bad parenting techniques will influence their child's tantrum behavior. Parenting styles that encourage tantrums have negative effects, such as when parents lack knowledge and children become used to it. Good parenting style will produce children who have a solid personality foundation and are not easily damaged (Putri, 2021). According to (Rifdatul et al., 2021), spoiling children excessively and neglecting children are factors that contribute to tantrum behavior.

3. Parents Occupation

Parenting patterns of working parents, communication, and child development are also influenced. Parents will prioritize their work obligations, especially working mothers, leaving less time to care for their children. The stimulation given to children is consequently not ideal. In fact, children's emotions are important as the foundation of social skills is formed when children spend time with their parents Wijirahayu et al. (E. Sari et al., 2019). This means that work and the application of inappropriate parenting and communication will have a negative impact on child development and increase the risk of causing tantrums in children.

3.4 Efforts Made Against Child Tantrum Behavior

Efforts that must be applied by parents and teachers are choosing to supervise and remain silent towards children who have tantrums when the child experiences anger and vents his anger. This is intended so that the child becomes calm and does not become increasingly violent in acting when angry. Because children do this only to seek and get the attention of the people around them. This strategy fits and fits with the theory of treating children who are having tantrums. In addition, parents and teachers have an important role in this matter, namely giving advice or input in easy-to-understand words and soft language for children. Parents and teachers can also give hugs so that children feel they are getting attention and affection. To serve as an example and learning for other children, parents and teachers can also use children who have tantrums as examples for discussion. So that other children understand the dangers of what they are doing (Ansari et al., 2023).

4. CONCLUSION

When children's emotional needs aren't met, they may act out in negative ways like having temper tantrums. According to the aforementioned case studies, children with the initials RKW and ZP were more likely to engage in tantrums of various types, including 1) manipulative tantrums, in which they screamed, cried, and stomped their feet when their desires were not fulfilled; 2) tantrum verbal

frustration, in which they expressed excessive anger; and 3) temperamental tantrums, in which they were content to hurt themselves and others if they didn't get their way. The child's own temperament, the parents' reaction, the child's surroundings, and the parents' efforts all play a role in shaping this tantrum mentality. Parents and educators can do a lot to lessen the frequency and intensity of temper tantrums in children. The youngster is encouraged to talk and offer advice in simple terms after being calmed down using a variety of techniques, such as maintaining a close eye on the child and being silent during tantrums. Hugs are the final piece of advice that parents and teachers may give.

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